

Grade 8

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Unit 1 (September 6- October 28)

Reading- This unit is about cultural relevance and getting teens to fall in love with books that are deeply meaningful to the lives they are living right now. The unit introduces young people to some of the great writers of their generation, writers who create powerful opportunities for teens to share their voices, and find their places, in school and in the world. Across the unit, readers: Deepen their comprehension, studying summaries and reviews in preparation for reading and developing their own analytical summarizing techniques; Consider transactional reading practices, identifying the ways that readers bring their own identities to a text and the ways that these identities shape their responses; Be innovative in their writing about reading, annotating and taking longer-form notes in reading notebooks to engage more deeply with texts and other readers; Investigate power dynamics, power systems, and sources of power through theoretical lenses; Become literacy activists, learning to speak seriously and passionately about books they choose to read and recommend to book club peers. The goal of this unit is to teach contemporary literature in a way that empowers our students to be readers, thinkers, and young activists.

English Language Arts Unit Performance Expectations

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| Reading Literature | <ul style="list-style-type: none">● Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.● Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.● Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.● Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.● Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.● By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. |
| Reading Informational Text | Taught in Units 2, 3 and 4 |
| Writing | <ul style="list-style-type: none">● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.● With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.● Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| Speaking and Listening | <ul style="list-style-type: none">● Engage effectively in a range of collaborative |

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| | <p>discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none">● Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.● Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.● Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.● Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| Language | <ul style="list-style-type: none">● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.● Use knowledge of language and its conventions when writing, speaking, reading, or listening.● Spell correctly● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).● Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.● Use the relationship between particular words to better understand each of the words.● Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Unit 2 (October 31-December 22)

Writing- In conjunction with Reading lessons on fiction and literary nonfiction, students comment on and analyze works that they have read. Literary essays follow standard writing conventions and the structure of a formal, academic essay, and students base their observations and extensions on instances and evidence from the texts they read. Literary essays should reflect an understanding of the literature that students read as well as literary conventions and elements in general. Additionally, each student's writing must reflect a genuine curiosity about literature and its reflection of human truths and experience. Students draft both handwritten pieces as well as pieces using appropriate technology.

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| Reading Literature | <ul style="list-style-type: none">● Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.● Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.● Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.● Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.● Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.● By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. |
| Reading Informational Text | <ul style="list-style-type: none">● Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| Writing | <ul style="list-style-type: none">● Write arguments to support claims with clear reasons and relevant evidence<ul style="list-style-type: none">● Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.● Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.● Establish and maintain a formal style.● Provide a concluding statement or section that follows from and supports the argument presented.● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.● With some guidance and support from peers |

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| | <p>and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W8.6 • Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others</p> <ul style="list-style-type: none">• Draw evidence from literary or informational texts to support analysis, reflection, and research.• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| Speaking and Listening | <ul style="list-style-type: none">• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.• Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.• Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| Language | <ul style="list-style-type: none">• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing• Use knowledge of language and its conventions when writing, speaking, reading, or listening• Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.• Spell correctly• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).• Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.• Use the relationship between particular words to better understand each of the words. |

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| | <ul style="list-style-type: none">● Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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Unit 3 (January 3- February 16)

Reading- The philosophy at the core of this unit is best summed up by the words of Hannah Arendt, from *The Life of the Mind*: “Education is the point at which we decide whether we love the world enough to assume responsibility for it...” Few households subscribe to print news any longer, and few students seem to have the appetite for anything more than snack-sized news. The skills of this unit are essential to students coming of age in an era of global economics and global collaboration, and to their achievement in virtually every academic discipline and on standardized tests. When a student becomes powerful at nonfiction reading, that child becomes more powerful at school. The ability to glean central ideas that are not stated outright, to build connections across parts of texts and across multiple texts, to identify and trace implicit arguments are predictive of whether students will be able to hold their own in college-level science classes. In order to help students learn the skills necessary for handling longer journalistic pieces, it is helpful to begin with book length nonfiction. When students read engaging texts, they are much more likely to find topics that interest them and excite them. Additionally, becoming powerful at nonfiction fosters informed citizenship, a passion for knowledge, and a lifelong joy of reading to learn. This unit focuses on the skills readers need to be able to effectively and critically read nonfiction. The first part of the unit students read literary nonfiction chapter books, and learn strategies for tracking ideas and for taking notes. Students also learn how to differentiate narrative sections and subtle arguments from the informational sections of text. The middle part of the unit gives students strategies for understanding how the many, often complicated, parts fit together to support the central idea. In the final part of the unit, students transfer the skills that they have learned as they apply them to a host of digital texts, including podcasts, documentaries, and interactive articles. After selecting an issue that they became more aware of and informed about at the end of Bend II, students continue to research the issue through digital texts.

English Language Arts Unit Performance Expectations

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| Reading Literature | <ul style="list-style-type: none">● Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.● Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.● Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.● Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.● Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. |
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| | <ul style="list-style-type: none">• Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new• By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. |
| Reading Informational Text | <ul style="list-style-type: none">• Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.• Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.• Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).• Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.• Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.• Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.• Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.• Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.• Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.• By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently. |
| Writing | <ul style="list-style-type: none">• Produce clear and coherent writing in which the development, organization, and style are |

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| | <p>appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none">• With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.• Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.• Draw evidence from literary or informational texts to support analysis, reflection, and research.• Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| Speaking and Listening | <ul style="list-style-type: none">• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.• Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.• Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.• Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| Language | <ul style="list-style-type: none">• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing• Use knowledge of language and its conventions when writing, speaking, reading, or listening• Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>). |

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| | <ul style="list-style-type: none"> • Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Use the relationship between particular words to better understand each of the words. • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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Unit 4 (February 22- April 21)

Writing- Similarly to the research-based projects students completed for informative writing, in this unit students choose pro or con topics for which they will formulate a thesis supported by factual argument. Students once again come up with a research question. From there, they conduct research in support of their positions and integrate their findings into an essay. A critical component of this process involves addressing an opposing argument for any given topic. Students draft both handwritten pieces as well as pieces using appropriate technology.

English Language Arts Unit Performance Expectations

| Reading Literature | Taught in Units 1, 2, 3 and 5 |
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| Reading Informational Text | <ul style="list-style-type: none"> • Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. • Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. • Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. • Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. • Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |

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| | <ul style="list-style-type: none">• Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.• Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.• Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.• By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently. |
| Writing | <ul style="list-style-type: none">• Write arguments to support claims with clear reasons and relevant evidence<ul style="list-style-type: none">• Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.• Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.• Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.• Establish and maintain a formal style.• Provide a concluding statement or section that follows from and supports the argument presented.• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.• With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. \• Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others• Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.• Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each |

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| | <p>source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <ul style="list-style-type: none">• Draw evidence from literary or informational texts to support analysis, reflection, and research.• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| Speaking and Listening | <ul style="list-style-type: none">• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.• Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.• Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| Language | <ul style="list-style-type: none">• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing• Use knowledge of language and its conventions when writing, speaking, reading, or listening• Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).• Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.• Use the relationship between particular words to better understand each of the words.• Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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Unit 5 (April 25- June 14)

Reading- In this unit of study students are able to read texts that are complex in nature with tangled, metaphoric, dense literature. Readers select from dystopian literature. The unit of study is intended to be a book club unit. Due to the complex nature of dystopian novels, readers benefit from the intellectual support of book club conversations, learning to use their book club buddies to build collaborative interpretations. Students increase their facility with complex texts and collaborate in book clubs. Students continue to learn to pay close attention as they read, assuming that all details matter, accumulating and synthesizing a tremendous density of information. Some students may have the opportunity to read across novels, noticing patterns, archetypes, and themes.

English Language Arts Unit Performance Expectations

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| Reading Literature | <ul style="list-style-type: none">● Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.● Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.● Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.● Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.● Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.● Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.● Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.● By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. |
| Reading Informational Text | Taught in Units 2, 3 and 4 |
| Writing | <ul style="list-style-type: none">● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.● Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate |

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| | <p>with others</p> <ul style="list-style-type: none">• Draw evidence from literary or informational texts to support analysis, reflection, and research.• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| Speaking and Listening | <ul style="list-style-type: none">• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.• Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.• Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| Language | <ul style="list-style-type: none">• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing• Use knowledge of language and its conventions when writing, speaking, reading, or listening• Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).• Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.• Use the relationship between particular words to better understand each of the words.• Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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